



# SCHOOL REPORT CARD 2008

## Arizona Department of Education

Tom Horne Superintendent of Public Instruction  
Research and Evaluation Section  
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Principal Ali Bridgewater  
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Entity ID 87520  
CTDS 070211267  
Grades Served 9 - 12  
Students Enrolled 681  
Type of School In A Unified School District

Office Hours 6:30 AM to 3:30 PM  
Number of Instruction days Not Avail  
School Year Start and End Not Avail

### Liberty High School

Peoria Unified School District

9621 west Speckled Gecko Drive  
Peoria, AZ 85383  
(623) 773-6525 office  
(623) 773-6540 fax  
www.peoriaud.k12.az.us

### School Mission and Goals

The success of Every Student, Every Day will be the foundational philosophy of Liberty High School. The importance of developing an environment that challenges students academically, supports students emotionally and promotes a positive social climate will drive instruction. Improving student achievement is the central focus of all schools. The Peoria Unified School District is actively involved in the western States Benchmarking Consortium.

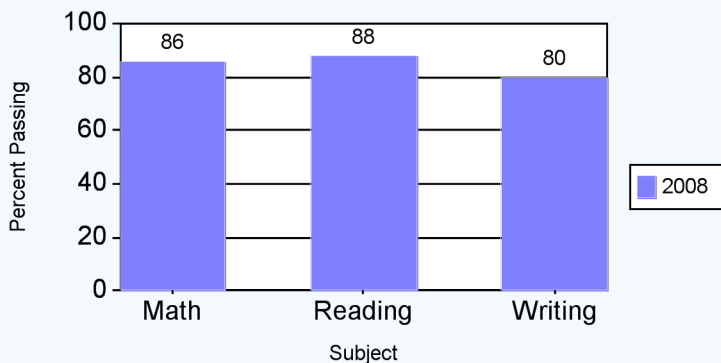
AZ LEARNS Profile For The School Excelling

The Federal School Improvement Status N/A

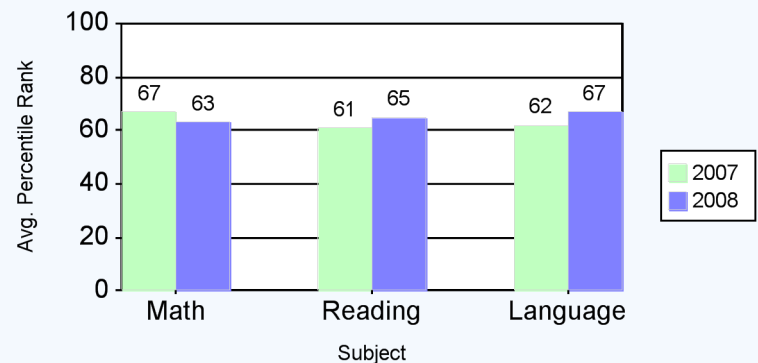
The AYP Status For This School Met

### Test Results for Spring 2007

Arizona's Instrument to Measure Standards (AIMS)



AIMS DPA/TerraNova



### Measure of Academic Progress (MAP)

Not Avail

### Arizona English Language Learners Assessment (AZELLA)

Number of English Language Learners Not Avail  
Percent Reclassified as Proficient Not Avail

### School Performance Measures

Attendance Rate 98%  
Promotion Rate 98%  
Dropout Rate 0%  
Four-Year Graduation Rate\* 0%  
Five-Year Graduation Rate\* 40%

\* - Graduation Rate does not apply to K-8 Schools  
NA - Not Applicable

### On Campus Incidents 13

School Safety:  
Liberty High School provides a safe and nurturing learning environment. The discipline policy is proactive, positive and individualized. In addition, the school has a comprehensive Crisis Management Plan to resolve campus concerns.

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